***GRASPS Frame***

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| ***G***  Real-World **Goal** | Students will create a video for the Smithsonian National Museum of American History in which they report the political, social, geographic, and economic history of the Southeast region and describe influences and/or changes that connect to the present. |
| ***R***  A meaningful **role** for the student | Students assume the role of a reporter or expert. Each team of reporters and experts report different aspects—assigned— (e.g., geographical, political) of the Southeast region. |
| ***A***  Authentic real-world (or simulated) **audience** | The public citizens and those that visit the Smithsonian National Museum of American History are the audience. |
| ***S***  A contextualized **situation** that involves real-world application(s) | Students will take on the role of a reporter or an expert. With information they gather (from primary sources), each team will create a video dialogue to organize the content of their video. This video will be viewed by the many people that tour the Smithsonian National Museum of American History. |
| ***P***  Student-generated culminating **products** and **performances** | Each team will have four students and the students will collaborate to create an information video about the Southeastern region of the United States. This video is for the Smithsonian National Museum of American History. |
| ***S***  Consensus-driven performance **standards** for judging success | A rubric will be provided for students and students will fill in peer reviews during the final presentations of their videos.  Standards (DoDEA)  **Social Studies**  **4SS2: Students analyze the geographic, political, economic, and social structures in the Southeastern region of the United States.** |